**Activity : I’m an Experimenter !**

1. **Which three experimenter activities did you choose to complete and why?**

The activities that I chose :

1. **Quizlet**

I created flashcards for a A2 FSL class that I teach. I wanted the students to be able to review irregular verbs in the present tense. With Quizlet, my students and I can create custom study sets that include vocabulary, grammar rules, and phrases, which they can then use to practice and review their language skills.

1. **Padlet**

Padlet is another experimenter activity that I chose to do. I’ve heard about it before but never tried to use it. Many of my students ask me how they can improve their French. I decided to create this Padlet to add movies, books, and websites that could help my students immerse themselves in the language. They can add more to this list when they find a ressource that they enjoy, which can benefit other students as well.

1. **HP5**

I teach FSL and I created a HP5 activity with flashcards, to review COD and COI pronouns in French. The students can go through the cards and check if they understand the concept, by answering the questions using two pronouns. I chose to try H5P activities because they are interactive and engaging, easy to create and share, and can be used in a variety of learning environments.

1. **A GIF**

I used Giphy for the first time ; it was very fun and easy to use. As a teacher of French as a second language (FSL), I often get asked by my students when to use “tu” versus “vous.” I tell them that it depends on the context, but generally in France, people always use “vous” with strangers, someone who is older or your boss ; if you use “tu”, people might get offended. However, in Quebec, people tend to use “tu” very easily. I think using a GIF to convey that message will definitely help students remember, and it’s also fun !

1. **Identify and explain three overall lessons learned from experimenting with these three activities. How might you use these activities going forward in your teaching practice?**

* **Have an idea in mind**: You can discover many new websites/technologies, but it's best to have an idea of what you want to create for your course. Otherwise, you can easily get lost in the sea of available tools.
* **Think about your students**: Always think from your students' perspective when designing an activity. Is it relevant? Is it easy to use? Can it be used on different devices?
* **Make it fun!** I mention this because I really enjoyed the GIF activity. We use digital activities to convey a message, but we should also keep in mind that they should be fun to use.

1. **You were asked to complete at least one experimenter activity on a tablet or a smartphone.**
   * Identify the activity completed and on what type of mobile device?

I completed the Quizlet flashcards on my smartphone; it was fairly easy to use. I'm sure my students will feel the same and they can use this app to review their vocabulary during their commute. Initially, I was concerned about the font size on the flashcards, but they turned out to be easily readable, even on a small device like a smartphone. Great tool!

1. **Using a mobile device, camera, or screencasting software highlighted in the Online lecture toolkit to create a short 2-3 minute video of yourself illustrating how, when designing learning experiences in the future, you will use the technologies, ideas, formats, and/or approaches that you experimented with in this module.Include an example of how you would incorporate this new knowledge into a lesson plan. Get as creative as you wish! Upload your video to YouTube , Vimeo , or any other video hosting site that can create a public link to your video (or keep it private/unlisted if you like). Include the link for your video in your reflection document.**

Here is the link to my video : <https://youtu.be/SWEC-1xR0Rg>